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ABSTRACT

In 1998, Rio Salado College in Tempe, Arizona, established a transition program to help students in General Educational Development (GED) test preparation and English-for-Speakers-of-Other-Languages (ESOL) classes make a successful transition to community college. As of the end of the transition program's second year, it had developed into an ongoing, smooth-running program providing students with the support and services they needed for a successful first semester at Rio Salado College. The program faced and overcame several challenges, including finding better ways to recruit and retain GED students and increasing the selectivity of eligibility requirements for ESOL students. Program accomplishments in 1999-2000 included improving the network of college contacts, establishing a series of college preparedness workshops, and establishing an independent study program for ESOL students. As of September 2000, a total of 354 GED and ESOL students had enrolled in 574 classes, 86% of those students completed their classes, 84% of classes were completed, and 93% of those were passed (including 38% with an A). Plans for the program's future include further increasing the number of GED students transitioning into college; designing better assessment tools; and developing an improved data base and record-keeping system for tracking and reporting purposes. (MN)

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ED 451 376

RIO SALADO COLLEGE
ABE TRANSITION PROGRAM

TRANSITIONING GED AND ESOL (ESL) STUDENTS INTO COMMUNITY COLLEGE

FISCAL YEAR 2000

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RIO SALADO COLLEGE

MARICOPA COMMUNITY COLLEGES

RIO SALADO TRANSITION PROGRAM 1999/2000

YEAR AT A GLANCE

At the end of its second year, the Transition Program is no longer a goal in Rio Salado's strategic plan but an on-going and smooth-running program within Academic Programs. The mission of the program is to transition students from the Adult Basic Education classes in GED preparation and ESOL into community college and to provide the support and services they require to be successful in their first semester.

CHALLENGES:

Challenges this year have included finding better ways to recruit and retain GED students, making eligibility requirements for ESOL students more selective, designing better assessment tools and developing an improved database and record keeping system for tracking and reporting purposes.

ACCOMPLISHMENTS:

Among our accomplishments we count the following:

- Exceeding the goal of 300 Transition students for the year
- Improving and enlarging the network of college contacts
- The development and implementation of an improved tracking system
- The establishment of a series of workshops in college preparedness
- The establishment of an Independent Study Program for ESOL students
- An increase over last year in the number of GED students participating in the program
- Achieving a better distribution of the students among the ten sister colleges

STATISTICS:

While complete statistics are listed in the report, some highlights include the following:

- 354 students enrolled in 574 classes
- 86% of these students completed their classes
- 84% of the classes were completed
- 93% of classes completed were passed
- 38% of classes completed were passed with an A

GOALS:

Transition is focusing on these goals for the coming fiscal year:

- Increase again the number of GED students transitioning into college
- Develop the Adult Academic Preparedness Program
- Develop better assessment tools
- Increased collaboration with sister colleges in monitoring progress of students
- Full implementation of ACCESS database for reporting purposes

PROGRAM DESCRIPTION

As a growing and dynamic force on the national scene, the Phoenix/Mesa area can be seen as representative of national trends. Economically, metropolitan Phoenix rates in the top 10% of metropolitan areas with a population of 500,000 or more. In fact, Phoenix/Mesa rates #4 out of 5 for personal income. Possessing such vast resources, it is a matter of responsibility and pride that we see fit to funnel some of these resources into programs that will maintain and improve the educational level of underserved segments of the population.

In the recommended guidelines for the Use of State Aid Funds Generated by Adult Education Programming put out in April of 1999, it was stipulated that 82.5% of the state aid funds generated by adult education programming for non-credit be expended in either or both of the following ways: Transitional programs/services and/or increasing/enriching adult education programming. Suggested services falling into the transitional programs category included:

- Academic advising,
- Tutoring,
- Career and personal counseling,
- Educational and personal goal-setting,
- Finding and applying for financial assistance,
- Scholarships,
- Instructional aids and materials.

The Transition Program was instituted in the summer of 1998 as a response to these guidelines. The purpose of the program is to transition

students in the ESOL, ASE/GED and ABE [1]populations into the ten Maricopa Community Colleges. Many students among these populations feel uncomfortable accessing social and academic support systems. They also have limited resources for developing academic skills and, among the ESOL population, additional problems stemming from deficiencies in English language skills.

The Transition Program focuses on providing services to these populations through the use of active recruitment, advisement, assessment and financial assistance in the form of small scholarships. Recruitment takes place at the sites where ASE/GED and ESOL instruction is delivered and any student who has achieved a certain level of ability is eligible.

There has been focused attention in recent years on the role of the community college versus the university in addressing the educational and training needs of local communities. As G.T. Silvestri points out in an article by Bettina Lankard Brown cited in Eric Digest No. 212, "Many studies verify that education beyond high school results in higher earnings. And while the earnings reward for college graduates are the highest, *professional specialty occupations and service occupations that require an Associate's Degree rather than a Bachelor's Degree are targeted as the fastest growing occupations.* They are expected to provide nearly half the total job growth between 1996 and 2006 and typically require training that leads to an Associate's Degree (Sylvestri 1997)."

For the majority of students coming out of an ABE program then, community college is the next natural step. For academically bound ESOL students the community college is a less intimidating environment in which to assimilate into the different and often confusing American educational system. The same can be said of GED students who are

[1] ESOL refers to English for Speakers of Other Languages, ASE refers to Adult Secondary Education, GED refers to General Educational requirement or high-school equivalency and ABE stands for the umbrella program, Adult Basic Education.

coming from a background of inexperience academically. For both groups it is a more affordable option.

The Transition Program has evolved considerably since its beginning. During the last six months alone there has been a move towards a division into two different phases. The first encompasses those activities aimed at educating the student as to the college experience itself and the steps preliminary to actually beginning a class. The second phase starts when the student begins classes at the community college. During the first phase, which begins with recruitment and advisement, the student receives assistance with the following steps:

1. Orientation to the college system
2. Placement testing
3. Class selection
4. Admissions application
5. Registration
6. Accessing student services such as financial aid, counseling and advisement

These initial services are offered at the Adult Learning Center where the program is housed or at the ABE sites, of which there are 50. Because problems related to the college's bureaucracy are among the most frustrating for students, this initial phase is not done at the colleges themselves. Students are able to explore the idea of going to college in a safe environment that they are already familiar with. Moreover, the opportunity for a more personal one-on-one interaction with the advisor provides the student with the confidence and trust to go on. By the time the student steps foot on campus, he is well prepared and familiar with the procedures.

Moreover, because students are transitioned into all ten Maricopa Community Colleges, an extensive network of college contacts has been developed. Where Transition Program advisors are unable to answer questions, students are referred to contacts at the college in departments

such as financial aid, counseling, advisement, and disabled student services. They are sent to a specific contact that is familiar with the Transition Program. This prevents frustrating setbacks and confusion and helps the students overcome any reluctance or insecurity associated with the whole, unfamiliar college enterprise.

This last year has also seen the introduction of two projects aimed at addressing specific problems in the two main target groups, the ASE/GED and the ESOL students. Both projects are intended to take place in the first phase of the program. It is helpful at this point to get a better understanding of the background of these two distinct groups. While some aspects of the Transition Program address both of these groups, others are specific to one or the other of these populations.

BACKGROUND

GED

It is very difficult to obtain solid numbers on GED students. For example, it would be helpful to have an idea of the total number of GED graduates enrolled in college vs. the number of High School graduates or the percentage of GED graduates in developmental college classes vs. the percentage of High School students in those classes. Similarly, it would be interesting to compare dropout and failure rates between these two groups. What is clear is that retention has been a long-term problem with GED students in ABE programs nationally. The Transition Program has seen similar problems with retention in those GED students attempting to take college classes.

In Evaluation of Adult Literacy Programs (1994) [2] the retention issue was brought into sharp focus. For every 100 adult learners who enter a program, only 32 remain and attend regularly after 16 weeks. By

[2] This evaluation was sited in a presentation given at the COABE conference in Chicago in March 2000. The title of the presentation was "Recruitment and Retention: In Family Literacy and Other Adult Education Programs, Janet Coogan, Barb Millburn, Marilyn Strausbaugh and Linda Thistlewaite.

extension, those who go on to actually take the GED test will be few in number. In the Rio Salado ABE final report for 2000, enrollment in ASE/GED classes stood at 2907 participants. At 1007, roughly half of those were referred for GED testing. 350 received a high school diploma or GED certificate. It is from this pool that the Transition Program recruits students for transition into college. With no support after GED preparation, the number of individuals applying for college admission is unlikely to increase much from the 143 noted in this report.

Along with reasons for lack of academic success stated in an earlier section, typical barriers to learning include:

- Low self esteem and a diminished sense of self-worth
- A history of passive learning
- No clear educational goals
- Little practice in decision making and goal setting
- A feeling of being overwhelmed by complexities and choices
- A lack of information about and/or understanding of "the system"
- Feeling alienated from the dominant culture
- Lack of experience in sustaining a commitment to academic excellence
- Lack of experience in time-task management or organizing for success
- Difficulty making and following through on commitments
- No support network
- Peer pressure against putting in the time and effort required for learning
- Lack of depth and breadth in life experiences[3]

To combat the lack of motivation and low retention among GED students, and bearing in mind the reasons for it, the Transition team developed various strategies aimed at improving chances at college success. One of these was the development of a series of workshops addressing the

[3] Evaluation of Adult Literacy Programs cited in a presentation at COABE conference in March 2000.

problem areas. These workshops run quarterly at the Adult Learning Center at 7th Avenue and are offered on demand at other sites. The workshops are, like the ABE classes themselves, free and open to any interested students. While they are specifically aimed at the ASE/GED population, they also attract many upper level ESOL students. And it should be mentioned here that the two groups often overlap, with many GED students being LEP (limited English proficiency.)

The workshops are delivered over a period of five weeks. The topics include the following:

A. Strategies for academic success such as:

1. Getting Started - Attitudes towards studying
2. Critical Reading Skills - Learning effective reading strategies
3. Stress Management - How to reduce stress
4. Work/Life Balance - How to plan and schedule work/study
5. Note Taking - Techniques for effective listening
6. Time Management - How to make the most of your time
7. Memory Training - How to retain what you learn
8. Taking Tests - How to best prepare

B. Information on the first time college experience:

1. It's Greek to me - Reading college materials
2. Orientation to college - Filling out forms and following procedures
3. College Campus resources - Financial aid, child-care, tutoring, counseling

C. Career awareness and development:

1. Goal Setting - How to set and keep goals
2. Career Development - Resources for career planning

These workshops were developed as a response to input from the ABE directors and instructors in the field and suggestions received from an advisory committee composed of faculty and deans in counseling, academic programs and student services. They were designed and delivered by the program advisors with input and direction from the program coordinator and ABE director at the Adult Learning Center.

The workshops are modeled after the CPD150 (Counseling and Personal Development) class on the college campuses. This class focuses on strategies for college success. While many students take advantage of the workshops, others use the scholarship to cover this class during their first semester. During this last fiscal year, the program has promoted this class and other similar CPD classes among the GED population. Out of 86 GED students transitioned in 1999/2000, 19 students registered for this class. Of those, 5 either withdrew or had the class canceled. Fourteen, or 73.6% completed the class. Of those who completed, 100% passed and 8, or 57% received A's.

Another strategy was to develop a more personalized, one on one approach to the advisement of these students. During the fall semester of 1999, a natural division of duties developed between the two program advisors at 7th Avenue, with one of them taking over all GED students and the other focusing on ESOL. The GED specialist, taking into account the characteristics of this population, increased the frequency of visits to GED classes in order for the students to become comfortable with her presence and also to reinforce the information presented. The input from GED instructors and other experts in the field is that this population rarely acts upon first being presented with an opportunity and must be approached several times.

Once a student showed interest, the advisor made it a point to meet with the student on several occasions. More care was taken not to send the student on to the contacts at the college before the student was ready.

The extra attention seems to have paid off and in the last semester of the year, the percentage of GED students had increased by 18%.

ESOL

As of July 1, 1998, Maricopa County had a population of 2,784,075. At 552,181 roughly 20% of the population is Hispanic. Statistics on this group are vital in understanding the goal of the Maricopa Community College district to provide meaningful education and training to the area's current and future work force. A recent issue of "Expressions", the district's diversity newsletter highlighted this concern in an article entitled "Reaching Out To The Hispanic Community". In a quote referencing Raul Cardenas, then Interim Chancellor of the district, it was noted that, "His great concern has been to keep young people in school and to finish their education."

While the Hispanic population has been seen as underprivileged in the past, recent figures from the U.S. Census Bureau indicate that the number of the nation's Hispanic population who were poor declined significantly between 1996 and 1997. At the same time, their real median income increased. Yet, despite these gains, Hispanics are less likely to have a high school diploma than non-Hispanic whites. Based on the March 1999 Current Population Survey, of the 56.1% who do have a high school diploma, only 10.9% had graduated from college with a bachelor's degree or more. In contrast, among non-Hispanic whites, 87.7 % had a high school diploma or more, and 27.7 percent had a bachelor's degree or more. In a vicious cycle, it has recently been reported in a study put out by the Office of Vocational and Adult Education, and appearing in Anthony Carnevales's new report for the Educational Testing Service, that "Hispanics lost financial ground by not increasing college attendance at the same rate as other groups."

In response to the basic educational needs of this population, Rio Salado College, through its Adult Basic Education program (ABE), provides free, non-credit classes in English as a Second or other Language (ESOL) and

Adult Secondary Education (ASE). These classes bring the student up to a level where he or she may be transitioned into the community college system. At this point, the student, if eligible and willing, is recruited into the ABE Transition Program.

Given the preceding information on educational projections and the emphasis on community colleges versus universities to provide training for in-demand occupations in the near future, it is clear that the Transition Program is not only timely but essential as an intermediary step for the large numbers of Hispanics we serve, as well as for those native born and English-speaking students who need to re-enter the educational system at the ASE/GED level and wish to continue on into college.

ESOL students take an avid interest in the workshops mentioned earlier. In addition, for these students an independent study program in college level reading was developed to close the gap between what the student has learned in the free non-academic ESOL classes and what is expected in an upper level ESL [4]class in a community college. The independent study sessions are aimed at upper level ESOL students who are already intending to register in RDG012 at a community college. The sessions essentially introduce the students to material they would encounter in RDG011, thus preparing them for the increased academic demands of a college class. Content is similar to that used in RDG011 at Phoenix College and the ESL specialist on the Transition advisement team facilitates the sessions.

In developing the sessions, the program coordinator and the ESL specialist looked at both the ABE ESOL competencies and the curriculum for RDG011 and RDG012 at two of the colleges. The Reading and English chairs at these colleges were very helpful with their suggestions, as were the ESOL instructors at the Adult Learning Center. Knowing the

[4] ESL refers to English as a Second Language, which is what English classes for non-native English speakers are called at a college level. In free, non-credit Adult Basic Education programs nation wide, English for non-native English speakers is generally referred to as ESOL, or English for speakers of Other Languages.

expectations at the colleges on the one hand and the limitations of students at the ABE end on the other, the independent study sessions herald a true transition phase in the program.

As of the beginning of August 2000, 22 students are participating in the independent study program. All but five are enrolled in ESOL classes at 7th Ave. While all of them are interested in transitioning into college classes, because they are at different stages in their study, some will not transition in the fall but will wait for spring 2001. At this point 12 of these students plan to enroll in RDG012 in the fall.

Plans are afoot to expand this and begin more structured college reading classes on the ABE end in the fall of 2000. As a result of new guidelines passed down by the state Department of Education this fiscal year, there are now five ESOL levels. The class would be open to students as a post level 5 special class and would function as a recognized transitional level for academically bound ESOL students. The Transition team sees this as a positive step in the evolution of the program and a move away from Transition simply functioning as a screening process.

ASSESSMENT AND ELIGIBILITY

As mentioned earlier, students are not automatically eligible by virtue of simply being in a GED, ASE or ESOL class. Recruitment is only directed towards students who meet particular criteria. Generally, advisors only visit upper level ESOL classes and target only those students who are ready to test in the GED preparation classes.

Among ESOL students, program advisors only make presentations on the program to level 4 and 5 classes. Interested students then meet individually with an advisor where further assessment is done through a verbal exchange. If the advisor feels the student is a potential candidate for the program, an appointment for testing is set up. The test used is the same as that used by all ten Maricopa Community colleges, the CELSA. The results of this placement testing determine if the student is

ready to begin a level 4 ESL class in the upcoming semester. Along with this multiple-choice exam, the team now looks for other indications of competency.

At the time of this report, advisors are beginning to collaborate with the ESOL instructors to pinpoint earlier on those students who will enter college classes in the coming semester. This way, both the instructors and the advisors can monitor progress in the crucial areas of reading and writing. Along with the independent study sessions, we are looking at using portfolios in the months leading up to transition and are taking a more proactive approach to ensure that the student is well prepared and has sufficient motivation to be successful in the stricter academic environment of a college.

Similarly, much more care has been taken with the GED students. As we have already seen, these students, while generally not burdened with a language barrier, none the less face severe obstacles to academic success. It was quickly brought home to the team that the initial approach would have to be reinforced through frequent one-on-one consultations and a more exclusive relationship with the assigned program advisor. GED instructors gave valuable advice on issues needing to be addressed. These include building up trust between advisor and student through more frequent visits and consultations, the impact of test anxiety and the resulting low performance academically, and the important point of not transitioning the student before he is ready.

Increased cooperation and communication between the program advisors and the GED instructors resulted in new guidelines on this last point. In the past, a small number of students had been transitioned before taking the GED test. The rationale behind this was that, for students having difficulty mastering the GED material, a remedial class at the college would give the student the opportunity to study at a pace with other students and learn the material sufficiently well to pass the math portion of the GED test. However, upon taking into consideration the criteria that must be met on the ABE end, it was decided that, overall, the practice of

transitioning students early was ill advised. The new policy is to transition only those students who have passed the GED test. The student is encouraged to take the college placement test (ASSET) as soon as possible after the GED to improve the chances of a higher score, and by extension, placement in the highest appropriate level.

Most GED students test into remedial math, reading or English classes. While they need the review of basics these classes provide, it can be demoralizing and prohibitive economically for the student to face a seemingly endless procession of these classes before entering into those which will count towards a degree or certificate. If the time in the remedial track can be shortened, the student is less likely to give up before continuing on into 100 level classes.

In the future there are plans to expand on assessment activities. Ideas for improvement in this area include the following:

1. An initial assessment that identifies the students' strengths and weaknesses related to college success at the time they first enter the Transition Program.

2. An assessment at the end of phase one, before the student actually enters his first class, to compare his initial and current readiness for the college experience.

3. For the ESOL segment of the program, a student portfolio showing progress in pre-college activities in reading and writing.

4. An improved database which can help us track students' progress into the second and third semesters and beyond.

Another assessment tool that is currently being developed is a college instructor's checklist. In recent months a line of communication has opened up between the Transition team and the English and Reading chairs at Phoenix and Glendale Colleges and the ESL coordinator at

CGCC. As a result there are plans to institute an on-going and periodic check on the Transition students in classes at these colleges. The chairs and the coordinator at these colleges will act as go-betweens with the instructors on our behalf and give us timely reports on the progress of the students. We hope to use this information to intercede when a student runs into difficulties early on and refer the student to a tutor or, in the event that this is not feasible, recommend withdrawal.

OBJECTIVES AND ACHIEVEMENTS

Following the original guidelines on the use of state aid funds generated by adult education programming and building on the ground gained in the first year of the program, at the start of fiscal year 1999/2000, five clear and measurable objectives were defined.

Accomplishments for each objective are described below:

Objective one: To continue to implement the program's personalized outreach effort to recruit at least 300 students from the ABE sites into the Transition Program.

In fiscal year 1998/99, 127 students transitioned into college classes. The goal was 150. A goal of double this number of students was deemed to be reasonable for the second full year of the program. With 351 students taking 567 classes by June 30, 2000, the program exceeded its goal.

Many factors contributed to the increased expectations for this year. In 98/99, the number of sites was minimal. Most students were recruited from the Adult Learning Center at 7th Ave., GCC, P.V. Mall, Scottsdale Adult Learning Center, San Marcos Elementary School and the two Chicanos Por La Causa sites. At the start of this year the number of sites was increased to 50.

There was also an expansion of Transition staff. In the past, the program had, at most, two advisors who not only had to coordinate the activities but also to implement them. Backup staff included a part-time counselor and a part time administrative assistant. This fiscal year the team consists of a coordinator, three program advisors and a full time secretary.

Another result of having more sites from which to recruit and more staff to service these sites has been a better distribution of Transition students among the ten colleges. Last year a large majority of students was channeled into Phoenix College with Glendale getting most of the remaining students. This year has seen a jump in numbers of students at all colleges, in particular at Scottsdale and Paradise Valley, and there are Transition students at all ten of the colleges, including Rio Salado.

Objective two: To improve and enlarge the network of college contacts with an emphasis on advisement, counseling and other student services such as disability services and adult re-entry and career services.

By fall of 1999, a good network of contacts had been put in place, but it largely consisted of individuals in Financial Aid and Admissions. This was helpful in making the initial transition into college smooth but did little to aid us in follow up on the student (before semester end) or to help the student achieve success in the first semester. It became clear that our students needed to take advantage of the other student services offered and that they were unlikely to search them out by themselves. With this in mind the team made a concerted effort to personally meet and talk with staff in Academic Advisement, Counseling, Career Services, the International Student Office, Disability Services, Adult Re-entry and the English and Reading departments at several colleges. Currently the Transition team has developed a working relationship with at least 65 individuals spread among the ten colleges.

Aside from the obvious benefits of this expansion in contacts, another result has been the ability to find the most helpful source of information at each college. For example, while at most colleges Admissions has been

the first contact to whom we have traditionally sent the student for aid with the registration process, at two of the colleges, individuals in Advisement have taken over the role of ensuring that the student receives adequate support and that the information regarding this is relayed back to us in a timely fashion.

Objective three: To develop and implement an improved tracking system which is used to monitor the progress of the students participating in the program.

Last year at the time of writing the annual report, Transition had to depend on contacts in admissions for most of the needed information on results. This required sending lists of students we had sent off at the beginning of the semester to the appropriate contacts and having them enter by hand the results they could easily obtain through SIS. Transition advisors rarely used SIS to pull up this information independently.

While there are limitations as to how much we can utilize SIS to track our students in colleges other than Rio Salado itself, we have learned, nonetheless, how to "MAP[5]" students and access the results ourselves. For any student receiving a letter grade, this system is effective for us. However, withdrawals or cancellations of classes do not show up and necessitate confirmation from the colleges on the results.

Another advantage to using SIS to track students is that we have access to information on the whole academic history of students who have attended classes prior to entering our program, which is sometimes the case, and we can more easily track additional classes students take, see when students are taking classes other than those they originally enrolled in through Transition, and see classes they are intending to take in the coming semester. It also keeps track of the student's GPA. Moreover, it indirectly alerts us if the student has withdrawn from a class for which he received a scholarship.

[5] Through SIS there is also a system called MAPS, Monitoring Academic Progress System

Along with mastering SIS, the program secretary has been diligently working to convert Excel records she inherited and added to during the fall and spring semesters to Access. Three members of the team took Access training in April and agreed that this would meet our reporting and tracking needs. While it is not yet up and running for this purpose at present, by the end of the summer we should be able to begin utilizing it.

In the meantime, between the existing Excel records, SIS/MAPS and periodic checks with admissions at the colleges, tracking capability has improved considerably over the last year.

Objective four: To have in place a series of regularly offered workshops in college preparedness, which will act as the first step towards the development of a transitional level bridging the ABE program and the community colleges.

I have already described the workshops and their genesis. The original idea was that the workshops would be aimed at the GED population though some topics could be beneficial to ESOL students with a higher level of proficiency in English.

The first series of workshops was held in October 1999 and ran for 5 weeks. Three one-hour workshops were offered each week. Attendance averaged 12 participants per workshop.

An unexpected result was that there was a much larger turnout from the ESOL classes than from the GED classes. While a total of 78 ESOL students attended the series, only 12 GED students participated.

To address this imbalance, the next series was offered in the spring at South Mountain Community College and Glendale Community College where large GED classes are held. It was hoped that offering the workshops at sites where the student was already in the routine of coming would increase the number of those attending. The workshops

were scheduled to take place at the same time as the GED classes in an adjacent room. But again, attendance was low and there continued to be more interest among ESOL students from nearby sites.

The last series of the year began on July 14, 2000. So far the noted trends have continued. In the meantime workshops have also been given on request from individual GED instructors at the Southwest Skill Center, Glendale Community College, and by special request, at Luke Air Force Base. In the planning are sessions at Via de Amistad and Maricopa Skill Center and a return to Southwest Skill Center.

While we have met our original goal of setting up a regular schedule of workshops, we have had to modify this, especially given the distinct nature and differences between the two populations. In the coming year we will target specific GED classes with selected topics.

As for the development of a true transitional level, at this point it appears more likely that the independent study program and special reading classes mentioned in a prior section on ESOL will develop into something along those lines. These classes will be designed so that they can appeal to both the ESOL and the GED populations and address issues of adult academic preparedness.

Objective five: To increase the percentage of GED versus ESOL students transitioning into college classes.

It is widely accepted that recruitment and retention of GED students is an on-going challenge. The Transition program seems to have some success however in reaching out to this population. Through the added attention, the workshops and the personalization of the advisement process, early positive results can be seen.

While the breakdown for GED versus ESOL remained at 22% GED to 78% ESOL during fall 99 and spring 2000, the number of GED students

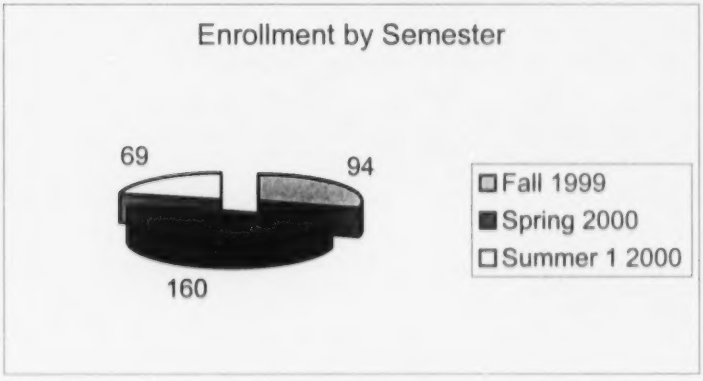
recruited jumped to 40.4% in the summer 1 semester. Figures for the overall year are 72.45% ESOL to 26.63% GED.

RESULTS

A total of 394 students received advisement in fiscal year 1999/2000. Of these, 354 or 90% went on to register and take classes. The large percentage of those actually attending college reflects the better-defined policies and guidelines on eligibility and recruitment and the gains made from the team having a year of experience behind them.

The breakdown by semester is:

Fall 1999	100 students
Spring 2000	175 students
Summer 1 2000	79 students



Of the 354 who registered, 301 or 85 % received Transition scholarships. Of the 53 who did not receive the award, 37 paid for their classes, 15 received either federal financial aid (Pell Grant) or a scholarship provided by their college and 1 received financial assistance from his employer.

Of the 301 students receiving Transition scholarships, 61 or 20 % were 2nd awards.

Students registered for a total of 574 classes. They completed 480 classes, for a total of 1161.5 credit hours. Seven O/E O/E classes are in progress.

Completions and Withdrawals

Of the 354 students who registered, 303 students or 85.59% completed their classes. 48 or 13.5 % dropped or withdrew. This is significantly lower than the 24 % who did not complete their classes last year. Three are in progress O/E O/E.

Distribution by College

The table below shows the distribution of students by college. Enrollments increased considerably at most colleges over last year.

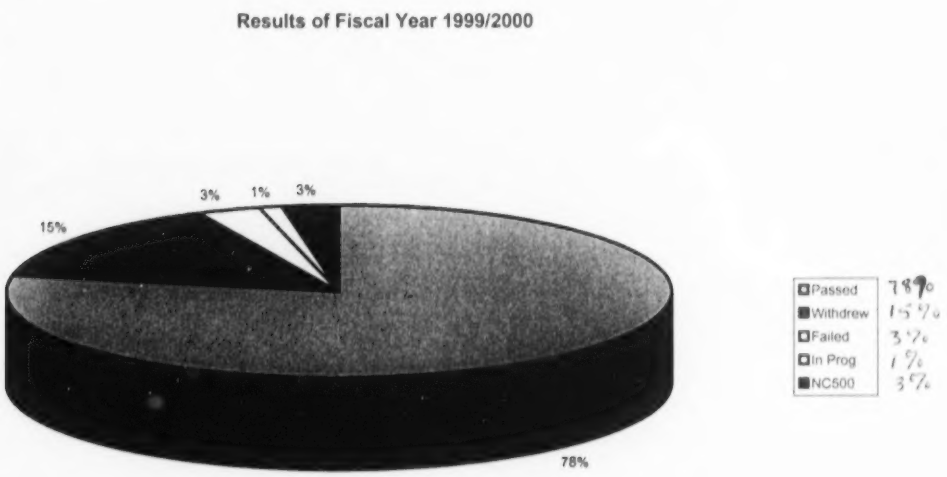
CGCC	CITY COLL.	EMCC	GWCC	GCC	MCC	PVCC	PC	RSC	SCC	SMCC
27	25	7	8	43	15	10	121	4	35	11

It is significant that enrollment remained very low at Rio Salado College itself. Rio Salado's focus on distance learning and lack of English classes aimed at ESL students as well as its lack of remedial classes ENG061 and RDG081precludes most Transition students. Transition inherited 3 students from the old Reachout Program and these three are all working towards a certificate in the Computer Technology Program. They are taking a total of 7 classes amounting to 13 credit hours.

Results on Classes

354 students enrolled in 574 classes
480 classes, (83.62%) were completed
86 classes, (14.9%) were not completed
7 classes are in progress, O/E O/E

- Out of the 480 classes completed, 448 were passed (93%)
- 332 (69.17%) were passed with a grade of C or better
- 106 (22.08%) of the 480 classes were passed with no grade
- Students received A's for 182 of classes completed (37.92%)
- 16 classes (3.33%) received a failing grade of I, Y or F
- There were D's received in 10 classes (2.08%)
- 16 classes (3.33%) were NC500 classes with no grade



Breakdown of Results by Class

The following table shows classes taken and a breakdown of results. Withdrawals are not included in this table; only classes completed are counted.

Classes	# Taken	# Passed	# A's	# D's	# Failed	In Prog.
Remedial English	19	17 89%	7 37%	2	0	0
English 100 +	41	39 95%	22 54%	0	2 4.87%	0
English - ESL	155	155 100%	57 37%	0	0	0
Computer	96	72 75%	22 23%	0	9 9.37%	15
Com.	12	11 92%	6 50%	0	1 8.33%	0
*CPD	15	15 100%	8 53%	0	0	0
Remedial Math	19	17 89%	7 37%	2	0	0
Math 102 and up	7	6 86%	0	1	0	0
Remedial Reading	14	14 100%	4 29%	0	0	0
CRE 101	3	3 100%	2 67%	0	0	0-
Reading - ESL	28	27 96%	12 43%	1	0	0
**Occup.	32	31 97%	14 44%	0	0	1
***Profess.	17	15 88%	8 47%	2	0	0
****Other	12	12 100%	3 25%	1	0	0

*CPD stands for Counseling and Personal Development. These are classes in Strategies for College Success.

**Occupational classes include Carpentry, Drafting, Health Care, Nursing Assistant Training, Textiles and Surveying.
***Professional classes include Accounting, Art, Business and Music.
****Other includes Physical Fitness, World Religions and Aromatherapy.

Bearing in mind that the population of Transition students is 73% ESOL, some significant figures to note here are the 100% pass rate for the ENG (ESL) classes and the 96% pass rate for the Reading classes for ESL. Figures for the remedial classes aimed at the GED population are equally impressive: Students achieved a 100% pass rate for CPD, remedial reading classes and Critical Reading.

The greatest number of failures occurred in the computer classes, though the 75% pass rate is still substantially higher than the 23% pass rate of last year. One reason for the increased success is the fact that many students took advantage of the bilingual computer classes offered by City College.

Breakdown by Number of Classes Taken

Following is a breakdown by the number of classes taken. Given that we are counting all 3 semesters together, there will be some duplication in the total count. However, when the count reflects the number of students taking 2 classes on up to the maximum of 7 classes, it means that the classes were taken during one semester. Thus, a student may be counted 2 or 3 times in the total for the year if that student attended more than one semester.

- For the year, 303 students completed 480 classes.

Two hundred students enrolled in only one course.

- Out of the 200, 179 (89.5%) passed with a C or better or a P.
- Seventy-eight (39%) received an A for the class.
- Five students (2.5%) received a D.
- Two students (1%) failed.

- No grade was recorded for 13 students (6.5%).
- One student received an Incomplete (.5%).

Sixty-two students enrolled in 2 classes.

- Forty-nine (79%) passed both classes with a C or better or a P.
- Eleven (17.74%) received A's for both classes.
- Ten (16.12)% received 1 A and 1 B.
- Three (4.83%) failed both classes.
- Three (4.83%) passed only 1 class with a C or better.

Twenty-six students enrolled in 3 classes.

- Twenty-three (90.17%) passed all 3 classes.
- Three (11.53%) passed 2 out of the 3 classes.
- Four (15.38%) received A's for all 3 classes.
- Nine (35.20%) received A's for at least 2 of the 3 classes.
- Only 1 student failed 1 class but received an A and a C for the other 2.

Three students enrolled in 4 classes.

- Two students (66.6%) passed all 4 classes.
- One student (33.3%) failed 3 out of 4 and received an A for the last; those he failed were all computer classes.
- All 3 (100%) received an A for at least 1 class.

Seven students enrolled in 5 classes, all but I in the spring 2000 semester.
The one in the spring 2000 semester is counted for fall 99 as well.

- All students passed all five classes except for 1 incomplete, a pass rate of 97%.
- Out of 35 classes taken, there were 18 A's, (51.42%).
- Four out of the 7 (57.14%) received A's for at least 3 classes.
- The 1 student taking classes in fall 99 and spring 2000 received A's for 6 out of the 10 classes. She originally transitioned in spring 99.

Three students took 6 classes.

- All 3 students passed the 6 classes except for 1 incomplete.
- One student (33.33%) received A's for all 6 classes.
- Out of the 18 classes, there were 8 A's (44.44%).

One student took 7 classes.

- Out of the 7, he received 3 A's and 4 B's.
- This was in fall 1999, his second Transition scholarship. He received financial aid from Phoenix College to pay for the other classes.

These figures show that students who attend college for the first time do well by taking only one or two classes initially. For students taking one class, the pass rate of 89.5% and the 39% rate of A's reveal a high level of preparedness and motivation. Similarly, those taking 2 classes had a high pass rate and a high number of A's and B's.

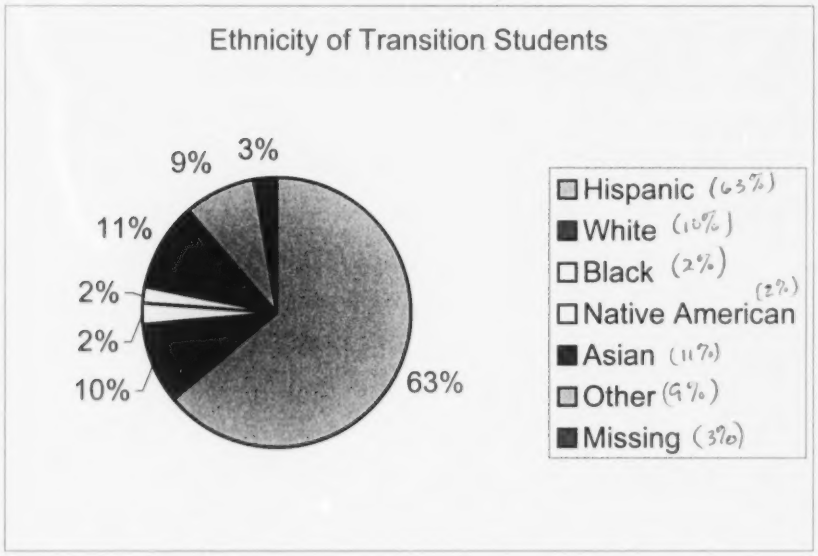
While far fewer students take a full load, the 14 students enrolled in 4 classes or more achieved a 90% pass rate for all of their classes. The only significant failure was the one student who received an A for upper level English Listening and Speaking and 3 F's for BPC (Business and Personal Computer) classes. In the first year, it became clear that ESL students were ill advised to take computer classes before leaving the ESL pathway, and this may have been the case here.

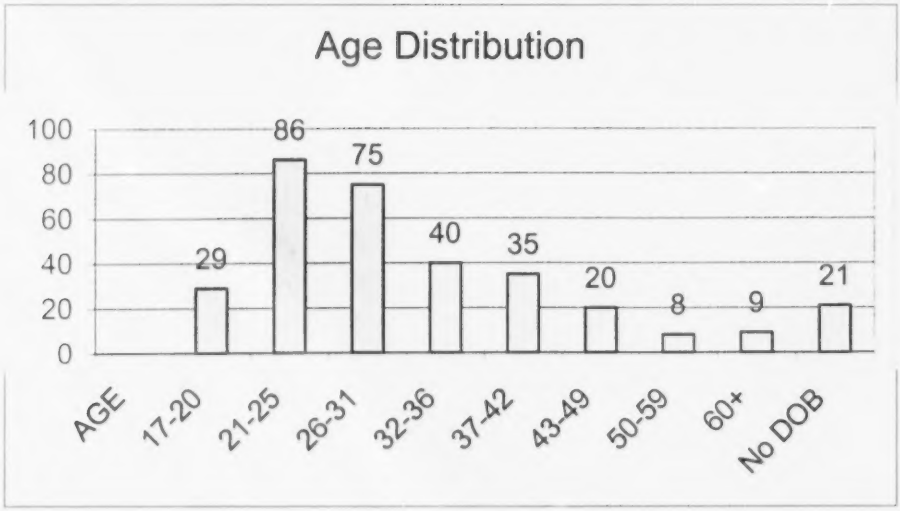
Much care was taken this second year of the program to educate the student as to the proper procedures for withdrawal and drop/add in the event that the selected class was too difficult. While 48 or 13.5 % of the total number of students registered dropped or withdrew, this is significantly lower than the 24 % who did not complete their classes last year. Moreover, 20% of these students withdrew within the deadline and were able to apply their scholarship to future classes.

Classes receiving a grade of F constitute only 2.5 % of the total number of classes completed.

Demographics

The following charts show the ethnicity and age distribution of Transition students. As regards gender, the split was 60% female to 40% male. From this information it can be seen that while we serve a diverse representation of the population, female Hispanics between the ages of 21 and 31 comprise a large segment of it.





Conclusions and Projections

In its second year the Transition Program is firmly established with clear policies and procedures and a more experienced staff. Major objectives for the year have been met. In Rio Salado's strategic plan for 2000/2001, Transition's status has moved from being a goal to being an on-going program. ABE instructors and students are well informed about the program, and due to the nature of our contacts with the sister colleges, Transition and, by extension, the ABE program, has higher visibility in the district.

In the coming year the Transition advisors will continue to employ active recruitment techniques and outreach activities to increase the number of GED students going on to college and to better screen and prepare those ESOL students who are academically bound. The Independent Study Program and the workshops will continue and the incipient Adult Academic Preparedness Program will be developed. The Transition Coordinator will work to gain recognition for the program locally and nationally through presentations at conferences and in articles published in appropriate journals.

The goal for 2000/2001 has been set at 300 once again. While Transition feels it would be possible to recruit more students, and indeed has done so this fiscal year, maintaining it at 300 will allow us to address the issue of increasing the number of GED students transitioning and focusing on ways to lower the withdrawal rate.

The numbers in this report would seem to speak for the efficacy and vitality of the program as it enters its third year. Personal stories also illustrate its success. Among many successful students is Juan Perea who started as a student in an intermediate level ESOL class at and went on to transition into upper level ESL classes at Phoenix College. From there he went on to take classes in Computer Information Systems and Networking. He is currently in his fifth semester since transitioning in the summer of 1999 and is receiving financial assistance from his employer.

Tania Cavallaro, a nurse from Brazil, started English classes at the Adult Learning Center and went on to take upper level ESL classes at Phoenix College. Within a short time she was able to take the TOEFL English language proficiency test and score high enough to go on to take and pass the State Board Of Registered Nursing Exam. Tania is now legally working as an Intensive Care nurse at a local hospital while waiting for the final steps in her immigration process to be completed.

Rose Cantu plans to apply to the Rio Salado Dental Hygiene Program in fall 2001. Currently she has received two Transition scholarships and paid for classes on her own. Now in her third semester, she is completing her prerequisites for the program and working with RSC and GCC to try to access financial aid and develop a solid educational plan. For Rose, the Transition Program will be the springboard to a more secure and rewarding future.

Maureen Cornett received a Transition scholarship the first semester the program was in operation, spring 99. She has taken a full load each semester since that time and maintained a GPA of 3.46. Maureen has completed 54 credits and is taking another 14 this semester. She plans to transfer to a university where she will be pursuing a degree in education.

Abbas Algherawi began with the program in fall 99 and was awarded the Transition scholarship. However, acting on our suggestion to apply for financial aid, he was awarded a Pell Grant, which he received again for spring 2000 and fall 2000. He transitioned into ENG108, COM100 and CRE101 the first semester and has been pursuing general studies and computer classes the last two semesters, taking 8 credits a semester.

These are only 5 of the stories that put a human face on the Transition program and illustrate the ways in which it impacts individual lives and the community.

ABE SITES FOR 1999/2000

PHOENIX	25. South Mountain Family Service Center	DEER VALLEY
1. Adult Learning Center – 7th Ave.	26. Central Phoenix Family Service Center	47. Deer Valley Community Center
2. Alhambra Family Center	27. Sky Harbor Family Service Center	GLENDALE
3. Andalucia Elementary School	28. Heard Elementary School	48. Glendale Community College
4. Capitol Elementary School	29. Isaac Preschool	OUTLYING AREAS
5. Carl Hayden High School	30. South Mountain Community College	49. Aguila Library
6. Chabad Synagogue	31. Sullivan Elementary School	50. Sun City Lifelong Learning Center
7. Chinese Senior Center	32. Sunset Elementary School	51. Nadaburg Elementary School
8. Clarendon Elementary School	33. Tona Tierra Community Development	
9. Creighton School	34. Trevor Brown High School	
10. Desert Sage Library	35. Via de Amistad-Chicanos	
11. Emerson School	36. Wesley Community Center	
12. Jorgenson School	37. Westside Training Center	
13. Kennedy School	PARADISE VALLEY	
14. Longview Elementary School	38. Greenway Middle School	
15. Machan Elementary School	39. Paradise Valley Mall	
16. Madison School	40. Paradise Valley Community College	
17. Maricopa Skill Center	SCOTTSDALE	
18. Ocotillo Branch Library	41. Scottsdale Adult Learning Center	
19. Palm Lane Elementary School	42. Vista del Camino	
20. Phoenix College	43. Paiute Neighborhood Learning Center	
21. Sidney P. Osborn	CHANDLER	
22. Simpson Elementary School	44. San Marcos Elementary School	
23. Solano Elementary School	45. Galveston Elementary School	
24. Southminister Presbyterian	MESA	
	46. Mesa Adult Probation	

ABE SITES FOR 2000/2001

PHOENIX	SCOTTSDALE
1. Adult Learning Center – 7th Ave.	24. Scottsdale Adult Learning Center
2. Alhambra Family Center	25. Paiute Neighborhood Learning Center
3. Andalucia Elementary School	**CHANDLER**
4. Creighton School	26. San Marcos Elementary School
5. Desert Sage Library	**MESA**
6. Longview Elementary School	27. Rio Salado East Valley
7. Machan Elementary School	28. Mesa Workplace Development Center
8. Maricopa Skill Center	**DEER VALLEY**
9. Phoenix College	29. Deer Valley Community Center
10. Central Phoenix Family Service Center	**GLENDALE**
11. Sky Harbor Family Service Center	30. Glendale Community College
12. Isaac Preschool	31. Glendale Workforce Development Center
13. South Mountain Community College	**OUTLYING AREAS**
14. Tona Tierra Community Development	32. Southwest Skill Center
15. Via de Amistad-Chicanos	33. Sun City Lifelong Learning Center
16. Wesley Community Center	34. Vi Ikam Dong Industries
17. Westside Training Center	35. Buckeye High School
18. Pastor School	**PEORIA**
19. St. Gregory	36. Alta Loma Elementary School
20. Travis L. Williams Family Service Center	
PARADISE VALLEY	
21. Greenway Middle School	
22. Paradise Valley Mall	
23. Paradise Valley Community College	